

**TECHNIQUE USED BY THE TEACHER TO DEVELOP  
STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE  
OF SMP MUHAMMADIYAH 4 SURAKARTA  
IN 2018/2019 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of Requirement for Getting Bachelor  
Degree of Education in English Department School of Teacher  
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**APPROVAL**

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TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS'  
SPEAKING SKILL AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL  
MUHAMMADIYAH 4 SURAKARTA IN 2018/2019 ACADEMIC YEAR

RESEARCH PAPER

by

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**TECHNIQUE USED BY THE TEACHER TO DEVELOP STUDENTS'  
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**Abstrak**

Penelitian ini bertujuan untuk (1) mendeskripsikan teknik yang digunakan guru bahasa Inggris untuk mengembangkan keterampilan berbicara siswa kelas VIII SMP Muhammadiyah 4 Surakarta tahun akademik 2018/2019, (2) mendeskripsikan hambatan-hambatan yang dihadapi guru bahasa Inggris untuk mengembangkan keterampilan berbicara, dan (3) mendeskripsikan solusi atas hambatan-hambatan yang dihadapi guru bahasa Inggris untuk mengembangkan keterampilan berbicara. Penelitian ini adalah studi kasus. Data penelitian ini adalah semua fakta yang berhubungan dengan usaha guru bahasa Inggris untuk mengembangkan keterampilan berbicara, yaitu teknik pembelajaran berbicara, hambatan-hambatan yang dihadapi guru, dan usaha guru dalam mengatasi hambatan. Sumber data penelitian adalah proses pembelajaran keterampilan berbicara, guru, dan siswa. Untuk mengumpulkan data, peneliti menggunakan teknik observasi dan wawancara. Data dianalisis dengan menggunakan analisis deskriptif. Setelah analisis data, peneliti menyimpulkan (1) guru bahasa Inggris menggunakan teknik (a) presentasi, (b) tanya jawab, (c) praktek bersama, (d) praktek percakapan berpasangan, dan (e) praktek percakapan di depan kelas; (2) guru mengalami empat hambatan, yaitu (a) rendahnya motivasi siswa, (b) siswa malu berbicara bahasa Inggris, (c) kurangnya kosa kata pada siswa, dan (d) siswa bingung dengan ungkapan yang digunakan; dan (3) untuk mengatasi hambatan guru melakukan beberapa hal, yaitu (a) menjelaskan pentingnya bahasa Inggris dalam dunia politik, perdagangan, pendidikan, dsb., (b) menggunakan teknik pengulangan, (c) meminta siswa menulis arti kata sulit di buku dan membawa kamus, (d) menerjemahkan setiap ungkapan, (e) menanyakan arti ungkapan ke siswa, dan (f) mengulang arti ungkapan secara berulang-ulang supaya siswa ingat artinya.

**Kata kunci:** teknik pembelajaran, pengembangan, dan keterampilan berbicara.

**Abstract**

The research aims at describing (1) the techniques used by the English teacher to develop students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year, (2) the obstacles faced by the English teacher to develop students' speaking skill, and (3) the way the English teacher solves the obstacles to develop students' speaking skill. This research is a case study. The data of the research were all facts related to teacher's effort to develop students' speaking skill which cover the teaching technique used by the English teacher to develop students' speaking skill, the obstacles found, and teacher's effort in solving the obstacles. The sources of data were the process of teaching and learning speaking in the classroom, teacher, and the eighth grade students of

SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year. In collecting the data, the researcher did observation and interview. The technique used in analyzing the data was descriptive analysis. After analyzing the data, the researcher concluded that (1) the English teacher used five techniques, namely (a) presentation, (b) question and answer, (c) practicing together, (d) practicing conversation in pair work, and (e) performing conversation in front of the class; (2) the teacher faced four obstacles to develop students' speaking skill, namely (a) students had low motivation to learn English, (b) the students were shy to speak English, (c) the students had few vocabulary, and (d) students were confused about the expressions; and (3) the teacher tried several ways to solve the obstacles to develop students' speaking skill above, namely (a) explaining the importance of English in daily activities like in politic, commerce, education, etc., (b) using repetition technique, (c) asking the students to write the meaning of difficult words on their notebooks and to bring dictionaries in order that they could look up the meaning of difficult words on their dictionaries, (d) translating every English expressions into Indonesian, (e) asking the meaning of expressions to students, and (f) repeating the meaning of the expressions several times to make the students remember the meaning.

**Key words:** technique, develop, and speaking skill.

## 1. INTRODUCTION

Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. The learner can hardly understand anything at all, "unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows" (Bashir, Azeem, & Dogar, 2011: 36) while the "mastery of speaking skill in English is a priority for many foreign learners" (Richards, 2008: 19). Consequently, the students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

The purpose of studying language is to be able to speak and communicate using the language fluently. Therefore, most of students measure their English skill through their speaking proficiency. "English teaching and learning have to goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies" (Oradee, 2012: 533).

Based on the importance of speaking skill in human life as mentioned above, the researcher is interested in investigating teaching speaking in junior

high school. Junior high school students are expected to have a base on learning speaking in higher school. The English teacher should also have appropriate techniques to improve students speaking skill.

The process of teaching and learning that occurs in class involves individual teacher and individual students. The teacher, as the party in charge of teaching in class, is demanded to always be able to present quality teaching which originates from the teaching abilities he has. Teaching is defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown, 2007: 8). In the teaching activities, the teacher's task is showing students how to learn better. At the same time he has to help them in understanding learning materials. In order to activate students, he has to provide instruction and guide the study of learning material to students because learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction" (Brown, 2007: 7).

One of the teaching and learning is teaching and learning English at high school. Since English is an international language and used in many aspects of human life, such as education, commerce, politic, tourism, etc, it is taught at school as a school subject starting from junior high school to senior high school. One of the junior high schools is SMP Muhammadiyah 4 Surakarta. As one of the junior high schools, SMP Muhammadiyah 4 Surakarta also provides students with English language skills to prepare them for higher education and modern life. English language skilla are divided into four, namely listening, speaking, reading, and writing.

As one of the language skills, speaking plays an important role in mastering English for oral communication, so it is taught at SMP Muhammadiyah 4 Surakarta. Teaching and learning speaking at SMP Muhammadiyah 4 Surakarta has a standard competence and basic competence. The standard competence of speaking at the eighth grade of this school is expressing meaning in short and simple transactional and interpersonal conversation for interacting with surrounding environment. Based on this standard competence, the basic

competence of teaching and learning speaking at the eighth grade of SMP Muhammadiyah 4 Surakarta is responding and expressing meaning in simple transactional conversation (to get things done) and interpersonal conversation (socializing) by using oral language accurately, fluently, and acceptably for interacting with surrounding environment involving speech acts of *asking for*, *giving*, and *refusing service and something*.

Based on the standard competence and basic competence above, the goals of teaching speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta are (1) students are able to identify expressions of *asking for*, *giving*, and *refusing services and something*, (2) students are able to identify sentence patterns in the expressions of *asking for*, *giving*, and *refusing services and something*, (3) students are able to make simple conversation using the expressions of *asking for*, *giving*, and *refusing services and something*, and (4) students are able to use simple conversation using the expressions of *asking for*, *giving*, and *refusing services and something*. Those goals are integrated with character education of trustworthiness, respect, and diligence.

To meet the standard competence and basic competence of teaching and learning speaking above, the English teacher has to teach students with appropriate techniques. By using appropriate technique, the English teacher can help students master speaking skill. It is in line with the courage of Muhammadiyah Foundation on educating Indonesian nation by running junior high schools, and one of them is SMP Muhammadiyah 4 Surakarta. SMP Muhammadiyah 4 Surakarta is founded under the foundation of *Majlis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Surakarta*. It is a qualified junior high school because it was founded in 1977, the accreditation status is A, and it manages six paralel classes each for the seventh, eighth, and ninth grades.

As the base to do this research, the researcher explored several previous studies related to speaking skill. First, Efrizal (2012) found that English speaking ability was very important for people interaction where people almost spoke everywhere and every day through English. In this global era, many people use



English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Based on this statement, he concluded that the use of communicative language teaching method could improve students' speaking achievement at the first year students of MTS Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu in academic year 2011/ 2012. Second, Amelia (2018) tried to improve students' speaking skill using a technique called pair practice technique combined with cue cards. The focus of this research was on improving students speaking skill using a certain technique. The technique was implemented to grade seven of junior high school students. The finding of this research was pair practice technique by using cue cards could improve students' speaking skill of grade seven B of Junior High School 3 Purwokerto in 2017/2018 academic year.

Third, Kholifah (2017) was interested in investigating debate to improve speaking skill of undergraduate students at Universitas Muhammadiyah Surakarta in 2016/2017 academic year. The result of this research showed that 1) teaching speaking through debate was challenging, 2) debate was merely a method, not material, and 3) AREL (assertion, reasoning, evidence, and link back) was key method of making argument in teaching speaking through debate. Fourth, the research was conducted by Praja (2013) on strategies in teaching speaking to English department students at Muhammadiyah University of Surakarta. The result of this research showed that (1) the method used was active learning and the strategy implemented was debate; (2) the problems faced by the lecturer were class management and class facilities; (3) the problems faced by the students were monotonous learning strategies and limited number of words and pronunciations; (4) the problems solution used by the lecturer were using the group and using LCD. In solving problem related to the vocabulary and pronunciation problem, the lecturer gave correction directly and used repetition. The fifth research on improving character based speaking skill by applying role play method to the tenth year students of SMK Muhammadiyah 3 Klaten Utara was conducted by Dasita (2018). Dasita found that role play method could be used to improve

character based speaking of the tenth year students of SMK Muhammadiyah 3 Klaten Utara.

In this study, the researcher used several theories related with the previous studies in order to support the data of the research. The theories concerned with notion of speaking skill, micro and macro skills of speaking, types of classroom speaking performance, and techniques for teaching speaking.

Based on the statements and previous studies, this research aimed at (1) describing the techniques used by the English teacher to develop students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year; (2) describing the obstacles faced by the English teacher in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year; and (3) describing the way the English teacher solve the obstacles faced in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year.

## **2. METHOD**

This research is a case study. Seliger & Shohamy (1989: 5) state that research "as objective always seeks to show the truth or the facts about some phenomenon which is being investigated". In this study the researcher uses qualitative research. While the design of the research is case study. A case study is meant "an in-depth investigation of an individual, group, or institution to determine the variables, and the relationship among the variables, influencing the current behavior or status of the subject of the study" (Richey & Klein, 2007: 155). The results can be known because of the use of techniques in teaching and learning process. The researcher does not write down the results by using descriptive statistics but to explain his research and try to describe about the techniques used by the English teacher in developing students speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year.

The research was conducted at the eighth grade students of SMP Muhammadiyah 4 Surakarta. To collect data, the researcher used observation and

interview. The researcher observed the process of teaching and learning speaking in the classroom and interviewed English teacher and students. The technique used in analyzing the data was descriptive analysis. The researcher described and analyzed teaching and learning process of speaking.

### **3. FINDING AND DISCUSSION**

The researcher presents research finding and discussion consisting of (1) the techniques used by the teacher to develop students' speaking skill; (2) the obstacles faced by the teacher to develop speaking skill; and (3) the way the teacher used to solve the obstacles to develop students' speaking skill.

#### **3.1 The Techniques Used to Develop Students' Speaking Skill**

In developing students' speaking skill using above materials, the English teacher used five techniques, namely (1) presentation, (2) question and answer, (3) practicing together, (4) practicing conversation in pair work, and (5) performing conversation in front of the class.

##### **3.1.1 Presentation**

Starting teaching the materials, the English teacher presented expressions of asking for, giving, and refusing services and something in class. The English teacher used lap top and LCD projector to present the material. Then, she gave examples of pronouncing the expressions of asking for, giving, and refusing services and something.

The English teacher delivered materials of teaching by doing presentation. It was done to expose teaching materials before coming to the following techniques. It is in line with the theory stated by Harmer (2001) stating that the ability to "speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot". Speaking skills need knowledge of language features. Without knowing language features of English, students cannot speak according to the structure of English.

### 3.1.2 Question and Answer

After applying presentation technique, the English teacher came to question and answer technique to develop students' speaking skill. The question and answer was done to continue the presentation step. The question and answer concerned with asking the meaning of expressions of asking for, giving, and refusing services and something.

Question and answer is a common technique for teaching and learning activities in class. The teacher used question and answer technique to make the students understand the materials of speaking. It was like a class discussion as stated by Lazaraton (2001) that "discussion was probably most commonly used in the speaking skills in classroom activities. It is a common fact that discussion is really useful activity for the teacher in order to activate and involve students in classroom teaching".

### 3.1.3 Practicing Together

In practicing the expressions of asking for, giving, and refusing services and something, the English teacher asked the students to repeat some expressions after her. First, the teacher asked all students to repeat. Then, she asked the students sitting on their own row. After practicing some expressions sentence by sentence, then, the English teacher provided examples of short conversation by completing asking for and giving for services and something with refusing them. The teacher read the conversation, and then she asked the students to repeat after her. Practicing together was used to make the students' practice some examples of conversation. By this, the students' did not feel shy to practice speaking or conversation. After giving drill to the students with some expressions and conversation, the English teacher asked the students to practice the conversation in pairs.

Practicing together was aimed at making students expose to oral expressions. Students repeated every expression or sentence together after the teacher. It is in line with imitative theory proposed by Brown (2001) that "a very limited portion of classroom speaking time may legitimately be spent generating

‘human tape recorder’ speech where, for example, learners practice an intonation contour or try to pinpoint a certain novel sound”. In this practice, students were expected to imitate a certain expression not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

#### 3.1.4 Practicing Conversation in Pair Work

The pair work practice conversation was started with managing the class so that the students could practice the conversation easily. The teacher arranged the students’ pair. They were asked to practice the conversation with their friends sitting next to them, on the right side or the left side. Concerning practice conversation in pair, the teacher said that it was used to make the students active in conversation. They practice with their friends sitting next to them. Students were asked to practice those conversations several times until they could do it by heart. The teacher asked the students to use different expressions to create and practice conversation with their partners. After a few minutes, the teacher stopped the pair work practice. Then, she asked three pairs to practice conversation in front of the class.

Practicing conversation in pair was aimed at activating all students with the expressions. Besides, all students could practice conversation together in the classroom. Concerning with practicing conversation in pair, Brown (2001) calls it responsive practice. In this phase, “a good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments”. Because the class consisted of 32 students, this pair work practice could be used to give the same opportunities to the students to practice speaking or conversation. The researcher referred to the research done by Amelia (2018) on the effort to improve students’ speaking skill through pair practice technique in grade seventh B Junior High School 3 Purwokerto. It was true that pair practice could be used to improve or develop students’ speaking skill.

#### 3.1.5 Performing Conversation in front of the Class

The teacher asked the students to practice conversation in front of the class. The teacher called one pair to come in front of the class. Then, the pair practiced the

conversation while the others were paying attention to the practice. The students brought some notes in front of the class and sometimes they looked and read the notes. The teacher helped and corrected the wrong pronunciation. Then, the teacher asked and called the other pairs to come in front of the class to practice conversation. She asked them not to read the notes. The pair could not practice conversation well. Sometimes the teacher gave help to them to express conversation. At the end of this section, the teacher gave explanation concerning some practices.

Performing conversation in front of the class was a kind of practice while at the same time the teacher wanted to evaluate her teaching. Conversation could be used to train students to produce oral forms of language. Conversation is a kind of speaking activity to make students competent speakers and interlocutors in English (Lazaraton, 2001). Besides, this activities could also be used to provide feedback and correction which is very much needed for speaking class. It was because students sometimes did not know if their speaking expressions were not appropriate for a certain context. By feedback and correction given by their teacher, students were gradually able to speak appropriately.

### **3.2 The Obstacles Faced by the Teacher to Develop Students' Speaking Skill**

To find the obstacles faced by the teacher to develop students' speaking skill, the researcher did interview with the teacher. Based on the interview with the teacher, the obstacles were (1) the students had low motivation to learn English, (2) the students were shy to speak English, (3) the students had few vocabulary, and (4) the students were confused about the expressions.

The findings of the obstacles were cross checked with some informations collected by observation which was done the day before. Concerning with low motivation to learn English, it was known that some students had low attention to the teacher's explanation. Some spoke with their friends, and some did not repeat after the teacher in practicing the expressions of asking for, giving, and refusing services and something given by the teacher. Some students were shy to speak English. They did not practice the conversation loudly. They only spoke slowly.

When the teacher asked some pairs to come up in front of the class, they did not do it soon. The teacher had to repeat to ask them to come up in front of the class.

The students had few vocabulary. In practicing the expressions and conversation, they spoke the same as what the materials given by the teacher. They only used the expressions presented by the teacher. Besides, the students were confused about the expressions. They sometimes made mistakes in using the expressions of asking for, giving, and refusing services and something. They had to stop for a few seconds to think before speaking.

Poor understanding and pronunciation of English caused students shy to speak English. It is human nature that if they do something uncertain, they tend to be shy. The teacher's effort to solve this problem was good enough by asking students to repeat after her. Besides, lack of vocabulary could also cause students be unconfident to speak English. That was the cause that the teacher asked students to look up the meaning of the difficult words on their dictionaries. This could cause students to be confused about using certain expressions in a conversation or speaking activities.

### **3.3 The Way the Teacher Used to Solve the Obstacles to Develop Students' Speaking Skill**

Based on the observation and interview with the teacher, the teacher tried to solve the obstacles to develop students' speaking skill. The solution conducted by the teacher were: (1) to improve students' motivation, the teacher explained the importance of English in daily activities, like in politic, commerce, education, etc., and the teacher said that she would give high mark for those who could practice speaking seriously and correctly, (2) to lessen the students' shyness to speak English, the teacher used repetition technique. By using repetition technique the teacher expected that the students could practice speaking together. At least it could lessen the students' shyness to speak English. While to solve students' lack of vocabulary, the teacher asked the students to write the meaning of difficult words on their notebooks. Besides, the teacher asked the students to bring dictionaries and looked up the meaning of difficult words in their dictionaries, and

(3) to solve the students' confusion about the expressions of asking for, giving, and refusing services and something, the teacher translated every English expressions into Indonesian. Sometimes the teacher asked the meaning of expressions to students and they answered in Indonesian. The teacher repeated the meaning of the expressions several times to make the students remember the meaning.

It was in line with the research done by Praja (2013) on exploring strategies in teaching speaking to English Department students at Muhammadiyah University of Surakarta. In his research, Praja found that the problems faced by the lecturers were class management and class facilities. The English teacher of SMP Muhammadiyah 4 Surakarta found similar problem, that was managing the big class into pair work practice. While the solution stated by Praja was the lecturer used group and LCD projector. It was in line with the English teacher in developing students' speaking skill by doing presentation using LCD media and lap top.

#### **4 CONCLUSION**

The writer draws a conclusion about techniques used by the teacher to develop students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year. The techniques used by the teacher to develop students' speaking skill, The teacher used five techniques to develop students' speaking skill. They were (1) presentaion, (2) question and answer, (3) practicing together, (4) practicing conversation in pair work, and (5) performing conversation in front of the class. By doing five techniques above the teacher developed students' speaking skill. The obstacles faced by the teacher to develop students' speaking skill, The teacher faced four obstacles to develop students' speaking skill. They were (1) students had low motivation to learn English, (2) the students were shy to speak English, (3) the students had few vocabulary, and (4) students were confused about the expressions. The way the teacher used to solve the obstacles to develop students' speaking skill, The teacher tried several ways to solve the obstacles to develop students' speaking skill above. First, to improve



students' motivation, the teacher explained the importance of English in daily activities, like in politic, commerce, education, etc. Second, to lessen students' shyness to speak English, the teacher used repetition technique. Third, to solve students' lack of vocabulary, the teacher asked the students to write the meaning of difficult words on their notebooks and to bring dictionaries in order that they could look up the meaning of difficult words on their dictionaries. Fourth, to solve the students' confusion about the expressions of asking for, giving, and refusing services and something, the teacher translated every English expressions into Indonesian, asked the meaning of expressions to students, and repeated the meaning of the expressions several times to make the students remember the meaning.

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